

Varieties of Arts Integration

Center for Applied Research and Educational Improvement
and Perpich Center for Arts Education

TEACHER: How Arts Integration is Done		STUDENT: Learning from Arts Integration	
A. Concepts Taught	B. What Teacher Does	C. What Student Experiences	D. What Student Produces
Concepts of Knowledge Integration	Interface Between Disciplines	Expressed Knowledge about the Integration	Integrated Product/Degree of Learning
Knowledge is invented through integrated study. Knowledge exceeds what is presented in the separate disciplines. [Create]	Arts and non-arts disciplines mutually support and enhance each other. Borders between disciplines are not apparent. [Interdependent]	Arts and non-arts issues/topics are indivisible; students do not distinguish between disciplines, but can articulate disciplinary contributions if asked. [Flow]	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines. [Organic]
Knowledge is represented as a synthesis of arts and non-arts disciplines. Significant integration is evident in the presentation of concepts. [Synthesis]	An interactive relationship is evident between arts and non-arts areas. Arts and non-arts disciplines support each other. [Interact]	Arts and non-art disciplines intersect in student understanding. Meaning in both disciplines is demonstrated and understood. [Relate]	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used. [Integrate]
Knowledge in arts and non-arts areas is discrete but a relationship is evident. [Entwine]	One discipline is emphasized: arts are taught primarily to promote learning in non-arts disciplines or vice versa. [Transfer]	Arts and non-arts disciplines are connected in meaningful ways. Student understanding of disciplines is uneven.[Reinforce]	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven. [Combine]
Knowledge in arts and non-arts areas is represented as distinct, with superficial connections. [Connect]	Connections are casual, interaction with the arts is aimed primarily at social or affective goals. [Coincidental]	Student understanding of connections is incidental. Meaning is limited in arts and non-arts disciplines. [Motivate]	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both. [Tangential]
Knowledge is represented as discipline specific with no integration in evidence.[Divide]	Arts and non-arts disciplines are taught in parallel. [Co-exist]	Students make no meaningful connections between arts and non-arts areas, although they may be conversant with both. (Separate)	Student work shows no evidence of integration. [Disconnect]
Art concepts are rarely, if ever taught.	Teachers do not expect to introduce art as part of the non-arts curriculum.	Students are not exposed to arts in any systematic way.	Students are not expected to produce art as part of their schoolwork

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Our model of arts integration is a capacity building model where we will prepare teachers to use other core academic areas in their teaching and other core area teachers to use the arts in their teaching. The teachers will be trained to utilize the capacity of the arts and other core curricular areas in instruction.

Keep in mind: Biancarosa and Snow (2004) stated: “The idea is not that content-area teachers should become reading and writing teachers but rather that they should emphasize the reading and writing practices that are specific to their subjects, so students are encouraged to read and write like historians, scientists, mathematicians, and other subject-area experts.”

From: Biancarosa, G., & Snow, C. (2004). *Reading next: A vision for action and research in middle and high school literacy*. (2nd ed.). Washington, DC: Alliance for Excellent Education.